

Course Name: History of Latin America
Course Number: HST 158
Term Offered: Winter 2023
Credits: 3

Instructor: Aimee Dávila Hisey
Instructor email: hiseyai@linnbenton.edu
Office hours: Book an office hours appointment [here](#)

Course Description

Surveys the cultural, social, economic and political development of Latin America.

Recommended: College-level reading and writing skills are strongly recommended for success in this course.

Course Credits

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Measurable Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Articulate an understanding of the regions' prehistoric and colonial antecedents.
- Describe variation among European colonies in the region in regards to economic and social structure as well as labor systems.
- Demonstrate an understanding of how the region's history changed over time.
- Articulate an understanding of the global context within which Latin American Colonization unfolded.
- Demonstrate an understanding of causality in regards to 20th century political developments in Latin America and of US military and economic interventions in the region.
- Draw conclusions about the contingency of current events based on the historical events that preceded them.

Communication

The instructor communicates with the course at large via the Announcements feature on Moodle.

- Please be sure to turn your Moodle notifications on for this feature or to check the announcements regularly.
- Please contact me via email rather than Moodle. Note that I do NOT use the Moodle messaging system.
- Students may post general questions in the weekly 'Questions and Clarifications' discussion boards (located within each module) or email the instructor per specifications above.
- All email communication should come from your Linn-Benton email address.

Email Etiquette

Email is a tool that can make communication easier. When misused, however, email can cause more problems than it solves. All communication with the instructor should adhere to the email etiquette outlined here: <https://ecampus.oregonstate.edu/services/policies/email-etiquette.htm>

Technological Access Requirements

In order to be successful in this course, students must meet the following requirements. You must have internet access throughout the duration of the term to be successful. Extensions will not be made for lack of internet access except in documented outages.

Please note that vacations will not be considered as a basis for extension.

- Internet
- Internet browser
- Email
- Moodle
- Adobe or other pdf reading software
- Word processing software

Learning Resources:

All learning resources will be available free of charge and available via Moodle.

Participation

Students are expected to participate in all collaborative assignments for participation points. While there is great flexibility in online courses, this is not a self-paced course. You will need to actively participate in the collaborations so that you and your peers can benefit. Your peers are relying on you and you on them!

Rolling Assignments

Collaborative annotations are rolling assignments. That means that you must complete each portion of the assignment in order to receive credit for any of the assignment.

- The reason for this is that your classmates are counting on you and will contribute their responses to the readings. You will have access to these responses. If you do not contribute, you cannot benefit from their work. Likewise, your group members cannot benefit from your work if you contribute on a week in which they do not.
- You must contribute to the weekly annotations in order to be eligible to submit a response.

Late Work

The instructor does NOT accept late work in this course without valid or pre-arranged reasons.

Exceptions...not guaranteed

Please contact the instructor with any concerns regarding your ability to submit your assignments on time. If you have a documented reason for a late submission, please email me as soon as possible and I will work with you to fix a different due date.

- Likewise, if you foresee any changes in your status that might affect your performance in the class, please notify me as soon as possible. I am happy to work with you to find a solution, but it is difficult to do so when students notify me of a need or problem at the last minute or after the fact.
- You must have the instructor's approval to submit a late assignment. Late submissions received without prior discussion and agreement will not receive credit.
- Keep in mind that if the instructor allows you to submit an assignment after the due date, this is an exception and not the norm. Exceptions will not be granted in all instances and will likely not be granted more than once.

Extra Credit

The only extra credit opportunity offered in this course is the optional final exam. Please note its worth when determining whether or not to submit a regularly scheduled assignment.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

- Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.
- Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:
 - Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
 - Read your posts carefully before submitting them.
 - Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
 - Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Grading Scale

Grade	Percent Range
A	100 – 93
A-	<93 – 90
B+	<90 – 87
B	<87 – 83
B-	<83 – 80
C+	<80 – 77
C	<77 – 73
C-	<73 – 70
D	<70 – 60
F	<60

Note: I neither curve nor round grades at the end of the term.

- The total possible points for this course is 100.
- Therefore, each point earned or lost is equivalent to one percentage point earned or lost. Use discretion in deciding whether your assignment submission will truly affect your grade!

Evaluation of Student Performance

Course Introductory Assignments 10%

3 points – Introduction discussion board post

2 points – Word map

5 points – Syllabus Quiz

Participation: 30%

10 Collaborative annotations x 3 points each = 30

Participation points will be earned through consistent and constructive contributions to collaborative assignments.

- Each week, students will be grouped with 1-2 classmates. Students will annotate the assigned readings using [Perusal](#). Specifications outlined on Moodle.
- Your work will be completed individually within a Moodle group.
- Your contributions will be graded individually.
- Note: If you do not submit an annotation by Wednesday, you are ineligible to submit or receive credit for a Response that week. If you submit a Response without having contributed an annotation, you will not receive credit.

Responses: 30%

10 Responses x 3 points each = 30%

Each week, students will prepare a one-page, single-spaced Response to that week's readings, lecture, and screenings. Detailed assignment instructions on Moodle.

Midterms: 30%

3 Midterms x 10 points each = 30%

Midterm essays will be based on lectures, readings, and screenings. Instructions and prompts will be supplied one week before the due date.

Optional Final Paper: 5%

The final will be an essay based on lectures, readings, and screenings. Instructions and prompts will be supplied one week before the due date.

Course Content:

Readings / Screenings	Assignments Due
Week 01: Encounter	
<p>Readings:</p> <ul style="list-style-type: none"> ○ Chasteen: Ch. 02 (p. 17-54) <p>Lecture:</p> <ul style="list-style-type: none"> ○ Seven Myths of the Spanish Conquest <p>Screenings:</p> <ul style="list-style-type: none"> ○ <i>Rise of the Aztec Empire</i> ○ <i>Rise and Fall of the Inca Empire</i> ○ <i>The Maya Civilization Explained</i> 	<p>Wednesday by 11:59pm</p> <ul style="list-style-type: none"> ○ Syllabus Quiz ○ Word Association ○ Introduction <p>Saturday by 11:59pm</p> <ul style="list-style-type: none"> ○ Annotations ○ Response
Week 02: Colonial Period	
<p>Readings:</p> <ul style="list-style-type: none"> ○ Chasteen: Ch. 03 (p. 55-94) <p>Lecture:</p> <ul style="list-style-type: none"> ○ Colonial Life <p>Screenings:</p> <ul style="list-style-type: none"> ○ <i>Expansion and Consequences</i> ○ <i>The Spanish Empire, Silver, and Runaway Inflation</i> ○ <i>The Atlantic Slave Trade</i> ○ <i>The Columbian Exchange</i> 	<p>Wednesday by 11:59pm</p> <ul style="list-style-type: none"> ○ Annotations <p>Saturday by 11:59pm</p> <ul style="list-style-type: none"> ○ Response ○ Midterm Essay 01
Week 03: Independence	
<p>Readings:</p> <ul style="list-style-type: none"> ○ Chasteen: Chapter 04 (p. 95-126) <p>Lecture:</p> <ul style="list-style-type: none"> ○ Independence and Modernity <p>Screenings:</p> <ul style="list-style-type: none"> ○ <i>Haitian Revolution</i> ○ <i>Latin American Revolutions</i> 	<p>Wednesday by 11:59pm</p> <ul style="list-style-type: none"> ○ Annotations <p>Saturday by 11:59pm</p> <ul style="list-style-type: none"> ○ Response
Week 04: Postcolonial	

<p>Readings:</p> <ul style="list-style-type: none"> ○ Chasteen: Chapter 5 (p. 127-164) <p>Lecture:</p> <ul style="list-style-type: none"> ○ New Nations, Old Struggles <p>Podcast:</p> <ul style="list-style-type: none"> ○ <i>When Latins Fight</i> 	<p>Wednesday by 11:59pm</p> <ul style="list-style-type: none"> ○ Annotations <p>Saturday by 11:59pm</p> <ul style="list-style-type: none"> ○ Response
<p>Week 05: Progress</p>	
<p>Readings:</p> <ul style="list-style-type: none"> ○ Chasteen: Chapter 06 (p. 161-192) <p>Lecture:</p> <ul style="list-style-type: none"> ○ Reform and Progress <p>Screenings:</p> <ul style="list-style-type: none"> ○ <i>Mexico: Battle for North America</i> 	<p>Wednesday by 11:59pm</p> <ul style="list-style-type: none"> ○ Annotations <p>Saturday by 11:59pm</p> <ul style="list-style-type: none"> ○ Response ○ Midterm Essay 02
<p>Week 06: Neocolonialism</p>	
<p>Readings:</p> <ul style="list-style-type: none"> ○ Chasteen: Chapter 07 (p. 193-232) <p>Lecture:</p> <ul style="list-style-type: none"> ○ Imperialism and Latin America <p>Screenings:</p> <ul style="list-style-type: none"> ○ <i>American Imperialism</i> ○ <i>Banana Wars</i> 	<p>Wednesday by 11:59pm</p> <ul style="list-style-type: none"> ○ Annotations <p>Saturday by 11:59pm</p> <ul style="list-style-type: none"> ○ Response
<p>Week 07: Nationalism</p>	
<p>Readings:</p> <ul style="list-style-type: none"> ○ Chasteen: Chapter 08 (p. 233-266) <p>Lecture:</p> <ul style="list-style-type: none"> ○ National Histories and Identities 	<p>Wednesday by 11:59pm</p> <ul style="list-style-type: none"> ○ Annotations <p>Saturday by 10pm</p> <ul style="list-style-type: none"> ○ Response

<p>Screenings:</p> <ul style="list-style-type: none"> ○ <i>Mexican National Identity</i> 	
Week 08: Revolution	
<p>Readings:</p> <ul style="list-style-type: none"> ○ Chasteen: Chapter 09 (p. 267-296) <p>Lecture:</p> <ul style="list-style-type: none"> ○ Latin American Revolutions <p>Screenings:</p> <ul style="list-style-type: none"> ○ <i>War and Nation Building in Latin America</i> 	<p>Wednesday by 11:59pm</p> <ul style="list-style-type: none"> ○ Annotations <p>Saturday by 11:59pm</p> <ul style="list-style-type: none"> ○ Response ○ Midterm Essay 03
Week 09: Dictatorships and Dirty Wars	
<p>Readings:</p> <ul style="list-style-type: none"> ○ Chasteen: Chapter 10 (p. 297-328) <p>Lecture:</p> <ul style="list-style-type: none"> ○ Dictatorships and Dirty Wars <p>Screenings:</p> <ul style="list-style-type: none"> ○ <i>Las Abuelas de Plaza de Mayo</i> ○ <i>Chile: Facing the Past</i> 	<p>Wednesday by 11:59pm</p> <ul style="list-style-type: none"> ○ Annotations <p>Saturday by 11:59pm</p> <ul style="list-style-type: none"> ○ Response
Week 10: Neoliberalism	
<p>Readings:</p> <ul style="list-style-type: none"> ○ Chasteen: Chapter 11 (p. 329-356) <p>Lecture:</p> <ul style="list-style-type: none"> ○ Neoliberalism and Latin America <p>Screenings:</p> <ul style="list-style-type: none"> ○ <i>NAFTA Explained by Avocados and Shoes</i> ○ <i>The Drug War in Latin America</i> 	<p>Wednesday by 11:59pm</p> <ul style="list-style-type: none"> ○ Annotations <p>Saturday by 11:59pm</p> <ul style="list-style-type: none"> ○ Response
WEEK 11: Optional Final	
N/A	<p>Wednesday by 11:59pm</p> <ul style="list-style-type: none"> ○ OPTIONAL Final Essay

Expectations for Student Conduct

Student conduct is governed by the college's policies, as explained in the [Student Rights, Responsibilities, and Conduct](#). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the college's regulations regarding civility.

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

Academic Integrity

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the College's academic integrity policy.

<https://www.linnbenton.edu/about-lbcc/administration/policies/board-policies-and-administrative-rules/7000-series-student-services/ar-7030-02.php>

Request for Special Needs or Accommodations

Direct questions about or requests for accommodations to the Center for Accessibility Resources, 541-917-4789 or cfar@linnbenton.edu at least three business days in advance for special events and as soon as possible for classroom or other emerging requests. LBCC will make every effort to honor requests. LBCC is an equal opportunity educator and employer.

LBCC Comprehensive Statement of Nondiscrimination

Linn-Benton Community College does not discriminate based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws in its programs or activities. For further information see [Board Policy 1015](#) and [Administrative Rule 1015-01](#).

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

[Equal Opportunity and Non-Discrimination Policy](#)

BOOK**Format:**

Author last name, Author first name. *Book title in italics*. Place of publication: Press, year.

Example:

Germeten, Nicole von. *The Enlightened Patrolman: Early Law Enforcement in Mexico City*. Lincoln: University of Nebraska Press, 2022.

ESSAY OR CHAPTER IN A BOOK**Format:**

Author last name, Author first name. "Essay Title in Quotations," in *Book Title in Italics*, ed. list authors First Last. Place of publication: Press, year. Page numbers.

Example:

Walker, Timothy. "Acquisition and Circulation of Medical Knowledge within the Early Modern Portuguese Colonial Empire," in *Science in the Spanish and Portuguese Empires, 1500-1800*, eds. Daniela Bleichmar, Paula De Vos, Kristin Huffine, and Kevin Sheehan. Stanford: Stanford University Press, 2009. 247-270.

ARTICLE IN ACADEMIC JOURNAL**Format:**

Author last name, Author first name. "Article Title in Quotations," *Journal Title in Italics*. vol. number: issue number (year): pages of article.

González Martínez, Nelson Fernando. "Communicating an Empire and Its Many Worlds: Spanish American Mail, Logistics, and Postal Agents, 1492-1620," *Hispanic American Historical Review*. vol. 101: 4 (2021): 567-596.

-
- Cite your sources **exactly** as the format above indicates!
Formatting, capitalization, spacing, punctuation, hanging indent – everything!
 - If the book, article, or chapter has more than one author, only cite the first author by last name first:
Last, first, First Last, and First Last.
 - **NEVER** write p., pg., or pp. before listing the page numbers.

BOOK**Format:**

First Last, *Book title in Italics* (Place of publication: Press, year), pages.

Example:

Nicole von Germeten, *The Enlightened Patrolman: Early Law Enforcement in Mexico City* (Lincoln: University of Nebraska Press, 2022), 35.

ESSAY OR CHAPTER IN A BOOK**Format:**

First Last, "Essay or Chapter Title in Quotes," in *Book Title in Italics*, ed. by list authors first last (Place of Publication: Press, year), pages.

Example:

Timothy Walker, "Acquisition and Circulation of Medical Knowledge within the Early Modern Portuguese Colonial Empire," in *Science in the Spanish and Portuguese Empires, 1500-1800*, eds. Daniela Bleichmar, Paula De Vos, Kristin Huffine, and Kevin Sheehan (Stanford: Stanford University Press, 2009) 251.

ARTICLE IN ACADEMIC JOURNAL**Format:**

First Last, "Article Title in Quotations," *Journal Article in Italics*: vol. number: issue number (year), pages.

Example:

Nelson Fernando González Martínez, "Communicating an Empire and Its Many Worlds: Spanish American Mail, Logistics, and Postal Agents, 1492-1620," *Hispanic American Historical Review*: vol. 101: 4 (2021): 580.

-
- Cite your sources **exactly** as the format above indicates!
Formatting, capitalization, spacing, indentations, punctuation – everything!
 - If the book, article, or chapter has more than one author, only cite the first author by last name first: Last, first, First Last, and First Last.
 - **NEVER** write p., pg., or pp. before listing the page numbers.
 - **After the first full citation, a source citation can be shortened.**
i.e. ¹ González Martínez, "Communicating an Empire," 581.

Syllabus Appendix 03

Citing Sources Using Turabian Formatting:

Miscellaneous Shorthand

For sources that are not located in books or academic journals, citations can be more complex. Since we will all be citing the same links to films, lecture, primary sources, etc., use the following shorthand examples for footnotes of these sources.

FILM**Format:**

Title, Time stamp.

Example:

Nostalgia por la luz, 00:43:57.

PRIMARY SOURCE**Format:**

Source Name, date (if available), page number or section (if available).

Examples:

Francisco Mazano: Slave Narrative, 57.

Fanny Calderon de la Barca: Elite Woman Narrative, 1843, Letter the Twelfth.

Jamaica Letter, 1815.

RECORDED LECTURE**Format:**

Instructor last name, *Lecture Title*, time stamp.

Example

Hisey, *Independence and Modernity*, 00:07:12.

.PDF LECTURE**Format:**

Instructor last name, *Lecture Title*, slide number.

Example

Hisey, *Independence and Modernity*, Slide 4.